

LAURENS ELEMENTARY

301 Henry Street
Laurens, South Carolina 29360

GRADES K-5 Elementary School

ENROLLMENT 600 Students

PRINCIPAL Ferlondo Tullock 864-984-3067

SUPERINTENDENT Edgar C. Taylor 864-984-3568

BOARD CHAIR Leni N. Patterson 864-682-2633

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	51	46	0	0

IMPROVEMENT RATING:

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Excellent	N/A
2002	Average	Good	N/A
2003	Good	Average	No
2004	Good	Average	Yes

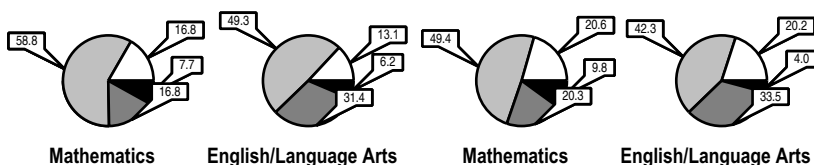
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

69.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	285	100.0	13.1	49.3	31.4	6.2	51.8	Yes	Yes
Gender									
Male	138	100.0	19.7	48.5	28.8	3.0	43.2		
Female	147	100.0	7.0	50.0	33.8	9.2	59.9		
Racial/Ethnic Group									
White	143	100.0	9.5	43.1	39.4	8.0	62.8	Yes	Yes
African-American	136	100.0	17.4	55.3	22.7	4.5	40.9	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	239	100.0	10.0	49.4	33.8	6.9	56.7		
Disabled	46	100.0	30.2	48.8	18.6	2.3	25.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	285	100.0	13.1	49.3	31.4	6.2	51.8		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	279	100.0	13.1	49.3	31.3	6.3	52.2		
Socio-Economic Status									
Subsidized meals	163	100.0	15.9	54.8	24.8	4.5	43.9	Yes	Yes
Full-pay meals	122	100.0	9.4	41.9	40.2	8.5	62.4		

Mathematics - State Performance Objective = 15.5%									
All Students	285	100.0	16.8	58.8	16.8	7.7	43.4	Yes	Yes
Gender									
Male	138	100.0	15.9	59.8	16.7	7.6	43.9		
Female	147	100.0	17.6	57.7	16.9	7.7	43.0		
Racial/Ethnic Group									
White	143	100.0	13.9	54.0	19.0	13.1	54.0	Yes	Yes
African-American	136	100.0	20.5	62.9	14.4	2.3	32.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	239	100.0	14.3	57.6	19.0	9.1	48.5		
Disabled	46	100.0	30.2	65.1	4.7	0.0	16.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	285	100.0	16.8	58.8	16.8	7.7	43.4		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	279	100.0	17.2	58.2	16.8	7.8	43.7		
Socio-Economic Status									
Subsidized meals	163	100.0	22.3	59.9	14.0	3.8	34.4	Yes	Yes
Full-pay meals	122	100.0	9.4	57.3	20.5	12.8	55.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	100	98.0	14.9	42.6	37.2	5.3	42.6
	Grade 4	101	98.0	28.6	47.3	23.1	1.1	24.2
	Grade 5	77	98.7	33.3	54.2	11.1	1.4	12.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	87	100.0	10.3	29.9	44.8	14.9	59.8
	Grade 4	108	100.0	18.1	51.4	27.6	2.9	30.5
	Grade 5	90	100.0	13.3	67.8	17.8	1.1	18.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	100	100.0	22.1	50.5	16.8	10.5	27.4
	Grade 4	101	100.0	18.3	66.7	9.7	5.4	15.1
	Grade 5	77	100.0	16.4	58.9	16.4	8.2	24.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	87	100.0	14.9	59.8	18.4	6.9	25.3
	Grade 4	108	100.0	13.3	55.2	21.9	9.5	31.4
	Grade 5	90	100.0	26.7	58.9	8.9	5.6	14.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 600)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	6.7%	Down from 7.9%	3.0%	2.7%
Attendance rate	95.8%	Up from 95.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.9%		5.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.2%		4.2%	3.5%
Eligible for gifted and talented	8.2%	Up from 7.3%	13.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.7%	Down from 8.1%	9.6%	8.2%
Older than usual for grade	4.8%	Up from 1.5%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	42.9%	Down from 43.5%	50.0%	51.4%
Continuing contract teachers	85.7%	Up from 82.6%	89.1%	87.5%
Highly qualified teachers**	94.7%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	75.1%	Up from 71.4%	86.5%	86.7%
Teacher attendance rate	94.5%	Down from 95.3%	94.7%	94.9%
Average teacher salary	\$38,431	Up 0.4%	\$40,518	\$40,760
Prof. development days/teacher	13.7 days	Down from 18.6 days	12.5 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 17.7 to 1	18.9 to 1	18.9 to 1
Prime instructional time	89.2%	Down from 90.4%	89.7%	90.0%
Dollars spent per pupil*	\$5,272	Down 0.9%	\$5,763	\$6,044
Percent of expenditures for teacher salaries*	71.0%	Up from 65.9%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	96.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Laurens Elementary School, a recipient of Title I funds and a SC Reading Initiative School, proudly serves a diverse student population. Our school motto is "Where All Students Are AllStars." This bold statement exemplifies the strong feeling of pride held by our school family. It is our belief that we are all stakeholders in the educational lives of every student. Through innovative and challenging educational experiences, we strive to meet the individual needs of all students.

We are strengthening our curriculum strategies with Curriculum Calibrations, Thinking Maps, Write from the Beginning, Problem Solving, a Balanced Literacy Program, and Measures of Academic Progress (MAP) to better address district and state standards. MAP, a new initiative, provides teachers, students, and parents with an accurate assessment of student progress. The assessment results are used by teachers to plan instruction for individual students or an entire class. These programs will help eliminate gaps and repetitions in instruction and will build connections between grade levels and subject areas.

Our Literacy Coach is participating in training through the SC Reading Initiative. Our balanced literacy and writing programs continue to be powerful tools children need to make performance gains. Fifty minutes each day (Academy Time) is designated to focus on additional remediation or enrichment in the critical areas of language arts and math.

Students learn the meaning of "giving back" to the community through service learning projects which support the American Heart Association, Juvenile Diabetes Association, March of Dimes, and Habitat for Humanities. The weekly character education focus reminds students of traits of good citizenship. Our parenting and family resource library encourages families to be an integral part of their children's education.

We are privileged to offer parents a choice of traditional (single-aged) and Montessori (multi-aged) instruction for their children. As the site for Montessori students from Laurens Elementary and Ford Elementary attendance areas, we serve 240 children in grades Pre-K through Fifth Grade. Upper elementary students from Hickory Tavern and Pleasant View Schools are also served at our site.

We strive to prepare all students to become lifelong learners and responsible citizens by providing quality educational experiences through the cooperative efforts of home, school, and community. It is our mission to continue to encourage, motivate, and challenge each student to prepare to meet the future with optimism and confidence.

Mary Ann Crouch, Principal and Joyce Shands, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	46	85	48
Percent satisfied with learning environment	91.1%	88.0%	86.7%
Percent satisfied with social and physical environment	84.4%	87.7%	83.0%
Percent satisfied with home-school relations	73.3%	88.0%	80.0%

*Only students at the highest elementary school grade level at this school and their parents were included.